

Short Story Analysis

Communication Arts

High School

Performance Event

by

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# Short Story Analysis

**Purpose:** This performance event causes students to think about and analyze the value of short stories which they have read throughout the semester. Students must support their analysis with reasoning and examples. The student is required to write an essay that may be used as a semester final test.

**Show-Me Standards Addressed:**

Knowledge: CA1, CA2, CA4

Performance: 2.1, 4.1

**Grade Level Range:** 10 - 12

**Subject Area:** Communication Arts

**Time Needed:**

1 class period for the pre-assessment

1 class period for the performance event

**Materials Needed:** Performance Event Packet, pencil, pen, books containing short stories read throughout the semester

**Instructions for Administration:** Present students with the Performance Event Packet containing the Student Prompt, Student Response Sheets, and Scoring Guide. Make sure students understand what they are to do. Go over the scoring guide so students know what a quality product involves.

**Pre-Assessment Instructions:** Allow time for students to review the short stories assigned throughout the semester. They may want to discuss some of their favorite stories with their peers and give reasons why the stories are favorites.

## Short Story Analysis

### Student Prompt

Your teacher would like your assistance in choosing the short stories to be used in this class in the future. Considering all of the short stories you have read this semester, choose one which you feel should definitely be taught in this class again. Write an essay which identifies the story and author, and explains in detail the reasons why the story should be read in this class.

# Short Story Analysis

Reproduce as needed.

# Short Story Analysis Scoring Guide

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The essay:

- \* clearly identifies the title and author of the story at the beginning of the essay.
- \* clearly addresses the topic.
- \* gives two or more logical reasons for choice.
- \* supports each reason with one or more clear, specific examples from the story.
- \* has an effective beginning, middle, and end.
- \* uses paragraphing effectively.
- \* progresses in a logical order.
- \* uses effective cohesive devices (i.e. transitions, repetition, pronouns, parallel structure).
- \* uses precise and vivid language.
- \* contains sentences that are clear and varied in structure.
- \* effectively uses literary and stylistic techniques (i.e. imagery, humor, point of view, voice).
- \* reveals complexity of thought and individual perspective.
- \* contains few errors in grammar/usage, punctuation, capitalization, and/or spelling.

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The essay:

- \* identifies the title and author of the story at the beginning of the essay.
- \* addresses the topic.
- \* gives two or more reasons for choice.
- \* supports each reason with at least some type of reference to the story.
- \* has a clear beginning, middle, and end.
- \* uses paragraphing correctly.
- \* generally progresses in a logical order.
- \* uses cohesive devices between and within paragraphs.
- \* uses precise language.
- \* contains sentences that are clear and show variety in structure.
- \* uses literary and stylistic techniques.
- \* reveals some complexity, freshness of thought, and/or individual perspective.
- \* demonstrates an awareness of audience and purpose.
- \* may contain errors in grammar/usage, punctuation, capitalization, and/or spelling.

# Short Story Analysis Scoring Guide

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The essay:

- \* identifies the title and author in the essay.
- \* attempts to address the topic.
- \* gives at least some sort of reason for choice.
- \* refers to the events in the story in some way.
- \* has a beginning, middle, and end.
- \* shows evidence of paragraphing.
- \* may contain a sense of direction, but may lack focus.
- \* may not progress in a logical order.
- \* may not use cohesive devices.
- \* uses general and/or inconsistent language.
- \* contains sentences that are generally clear but may lack variety and complexity.
- \* attempts to use some literary and stylistic techniques.
- \* may lack complexity, freshness of thought, and/or individual perspective.
- \* demonstrates some notion of audience and purpose.
- \* contains errors in grammar/usage, punctuation, capitalization, and/or spelling which may be distracting to the reader.

1

The essay:

- \* may or may not identify the title and/or author.
- \* attempts to address the topic but lacks development.
- \* provides no reasoning for choice.
- \* may or may not make reference to the story.
- \* may lack evidence of a beginning, middle, and end.
- \* contains little or no evidence of paragraphing.
- \* is difficult to follow and lacks focus.
- \* lacks cohesion.
- \* uses imprecise and immature language.
- \* contains sentences that lack variety and clarity.
- \* shows little or no evidence of literary or stylistic techniques.
- \* lacks complexity, freshness of thought, and/or individual perspective.
- \* demonstrates little or no awareness of audience and purpose.
- \* contains many errors in grammar/usage, punctuation, capitalization, and/or spelling which are distracting to the reader.

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- \* Off Task or No Attempt